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ABSTRACT

A curriculum was developed for the purpose of training child care teachers to provide high quality music and art experiences for infants and toddlers. Introductory material provides a brief overview of the curriculum development project, giving specific attention to the completion of grant objectives, advisory committee involvement, dissemination plans, integration of the training module into the State of Washington's plan for vocational and consumer homemaking education, and the evaluation of the curriculum materials. Substantive content first focuses on competencies needed by teachers of young children, and the developmental sequence of infants' and toddlers' skill acquisition. Teacher competencies discussed include the ability to observe developmental levels of play, to analyze statements made in interaction with children, to present an activity, and to plan for art and music expriences. Much of the subsequent content concerns (1) objectives and teacher competencies for art and music experiences with infants and toddlers, including presentation strategies for learning experiences; and (2) art and music curriculum modules describing several learning experiences for "lookers" from birth to 4-months-old, for "creeper/crawlers" from 5- to 8-months-old, for "cruisers" from 9- to 14-months-old, and for "walkers" from 15- to 24-months-old. A bibliography of printed and recorded resources completes the report. (RH)

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ED280590

TEACHER TRAINING GRANT

EARLY CHILDHOOD VOCATIONAL EDUCATION

ART AND MUSIC CURRICULUM FOR INFANTS AND TODDLERS

Funded By:
State of Washington
State Board for Community College Education
319 Seventh Avenue, FF-11
Olympia, WA 98504-3111

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December 15, 1986

Kenneth L. Owen
Vocational Education
Program Coordinator
State Board For Community College Education
319 - Seventh Avenue - FF 11
Olympia, Washington 98504-311

Dear Mr. Owen:

Enclosed is the final report for the project, "Early Childhood Vocational Education Art and Music For Infants and Toddlers Curriculum Development and Revision." We appreciate the Vocational Directors Program Improvement Committee selecting our project for funding, for the curriculum modules we developed and the revisions which we have made are currently incorporated into our para-professional Teacher Training Program in Early Childhood Education here at North Seattle Community College.

We thank the State Board For Community College Education for their continued support for our program.

Sincerely,

Loretta Albright

Sharon Kovacs
Loretta Albright
Instructors
Child and Family Education

c
pm

FINAL REPORT

EARLY CHILDHOOD VOCATIONAL EDUCATION
ART AND MUSIC FOR INFANTS AND TODDLERS
CURRICULUM DEVELOPMENT AND REVISION

We appreciate the opportunity of participating in the vocational education curriculum grant system. We feel that there were several specific benefits to us as instructors in vocational education. First, we were given the freedom to develop a proposal that dealt with an issue of prime concern to us. We were then allowed to be creative and innovative in the design and completion of the project. This grant provided us with an opportunity to challenge ourselves and grow professionally. Second, we know that the information explored and the content developed will be beneficial to our student teachers. This curriculum will help them to analyze specific teacher behaviors to upgrade their performance competencies as teachers and enable them to plan developmentally appropriate music and art activities that will enhance the learning of infants and toddlers. With finely tuned skills as teachers of infants and toddlers, they will be more valued employees within the day care community. We feel that developing high level teacher competencies is the prime goal of our teacher training vocational program.

We would encourage the State Board for Community College Education to continue to provide funds of this type for further exploration and development in vocational education. We recognize that the funds were not adequate to fully compensate us for the amount of time spent. However, we are willing to accept this because it afforded us the opportunity to begin something worthwhile in a concrete fashion that we know we will continue to develop and use in our teacher education program in Early Childhood Education.

The goal of the grant was to develop a curriculum which would assist in the training of child care givers, to enable them to plan and structure environments, and to provide quality music and art experiences for infants and toddlers. Another goal was to determine specific course content most appropriate for presentation in the laboratory classroom setting, and to assess what content was most appropriate for the curriculum planning course. It was determined that teachers would practice the presentation and observation of developmentally appropriate music and art experiences in the practicum settings. The theoretical knowledge about infant and toddler development, and the process of how to plan curriculum experiences was assessed as more appropriate as content of the curriculum course.

IDENTIFICATION OF COMPLETION OF GRANT OBJECTIVES

The goal of the grant was to develop a curriculum which will train child care teachers enabling them to structure environments which provide quality music and art experiences for infants and toddlers. Through the grant we determined that the infant/toddler music and art curriculum planning section was appropriate material for our infant/toddler program planning class (CCE 135). The presentation of music and art experiences and evaluation of them was appropriate for the infant/toddler laboratory participation class (CCE 122). Music and art experiences for preschool age children would be the focus of CCE 106, Art for Children and CCE 245, Music for Young Children.

I.

<u>Our first objective was to identify how to select developmentally appropriate music and art activities.</u>

This was accomplished in a variety of ways. First, we determined what skills infants and toddlers have at the various stages of development. Second, we determined the kinds of music experiences that would be appropriate for infants and toddlers based on sound music concepts. We listed behavioral

outcomes for the infants and toddlers. Third, we developed art and music curriculum modules for a teacher to use that identify the type of activity, the objectives for the children, and how the teacher will plan and present the activity. The curriculum identifies four to six specific activities the teacher might use for each of the developmental stages of infancy and toddlerhood. Activities were developed for the "looker", the "creeper/crawler", the "cruiser", and the "walker". The curriculum also gives directions for making materials that are used in the art and music activities. Fourth, we included in the curriculum a bibliography of publications and records that teachers might use as resources in planning. We also included in the curriculum a description of musical instruments available through resource catalogs. Fifth, we recorded a number of "video vignettes" of children and teachers participating in music and art experiences in the laboratory class. These vignettes show teacher/child interaction and possible ways of structuring the activity and the environment. We then designed an observation form that student teachers may use to analyze teacher-child interactions and child involvement with play materials in the "video vignettes".

II.

<u>The second objective was to determine the criteria for structuring the environment to facilitate child participation.</u>

After analyzing the video segments, we discovered that there are three levels of participation each child moves through when using art and music materials. We designed an assessment tool that allows student teachers to analyze the video segments to determine the developmental level of play of individual children. We designed two tools for measuring the competency of student teachers in appropriately designing the environment to facilitate child participation. One is a checklist of competencies the student teacher must demonstrate and, the second is a planning sheet the student teacher has to use in planning, presenting and evaluating the music or art activity s/he is presenting.

III.

The third objective was to identify teacher behaviors that encourage infants and toddlers to participate in music and art activities.

We met this objective by first identifying the range of teacher behaviors appropriate for interaction with children from birth to three years of age. We looked carefully at the video segments of teacher interaction, and researched other publications on teacher/child interactions. From this base of information we developed a two-pronged communication model that teachers can use in analyzing their own performance competencies. We developed an observation tool for teachers to record their own statements to children and to also list and analyze teacher statements made on the video segments.

One of the competencies listed for the student teachers is to practice using the statements that are the basis of the two-pronged communication model. In the laboratory classroom, students will have an opportunity to practice planning and presenting art and music activities for very young children. They will use the planning sheet we developed and will be video-taped as they present the activities. During a seminar time with the instructor, the video tapes will be shown and analyzed and students will have an opportunity to go back and practice some more.

ADVISORY COMMITTEE INVOLVEMENT

For the past three years the Early Childhood Education Vocational Advisory Committee has encouraged North Seattle Community College Early Childhood Program to incorporate a (infant and toddler childcare) training module into its two-year vocational degree program. A faculty member was given a quarter sabbtical to develop a model laboratory classroom for infant/toddler teacher training. During the planning and implementation of that module, a great deal of discussion occurred (with Advisory Committee members and other community

infant and toddler teachers) about the components of the program. These discussions contributed to the descision to investigate art and music curriculum for infant and toddler teacher training. As a part of that sabbatical, on-site visits were made to a large number of centers and discussion with individual teachers was held about their experiences in presenting music and art with infants and toddlers.

Now that the curriculum module is completed, we are scheduled to make formal presentation of the content of the module to the Advisory Committee. At their next meeting, curriculum module will be presented as well as information about dissemination to infant and toddler teachers in the community.

DISSEMINATION PLAN

Over the past year, as we have worked, we have shared with our colleagues in Early Childhood Education the content which we have been developing. We applied for and were accepted as presentors for the Washington State Association for the Education of Young Children Annual Conference in October of this year. We presented the content, which we had developed, in a workshop format to 56 Early Childhood educators, parent educators, and day care teachers and directors from across the state. We informed workshop attendees that we would be available for in-service training incorporating the use of the video vignettes, and could provide written copies of the curriculum beginning January, 1987. We also plan to present at the National Association for the Education of Young Children National Conference at Chicago, in November, 1987. We will be providing upon request in-service training for childrens' teachers in our Parent-Infant Cooperative classes.

We determined that the video vignettes are valuable practicing tools for teachers attempting to change their own behaviors; therefore, we are planning to continue to videotape similar segments using other art materials and music presentation formats as part of our teacher training program.

Portions of the hard copy developed by this grant will be submitted to Young Children and Beginnings, two professional journals that provide training information to Early Childhood Education teachers.

EFFECT AT STATE LEVEL - INPUT INTO THE SYSTEM

We feel the teacher training modules and curriculum plan we have developed will fit into the state plan for vocational and consumer homemaking education in a variety of ways. The teacher training portion of the modules and the curriculum plans can be added to any Early Childhood teacher training program. The written materials will be available through state-identified curriculum centers and the video vignettes practice tape will be part of an in-service training session we present upon request. The teacher training modules and curriculum plans can be used by parent education instructors across the state to provide in-service training for the children's teachers and for parents who work in the parent cooperative program. The specific curriculum activities for art and music can be used by teachers who are currently working with infants and toddlers in day care settings.

EVALUATION

The curriculum materials developed through this grant are currently a part of the course content for CCE 122 and CCE 135. A small group instructional diagnosis evaluation strategy has been used to determine the effectiveness of the material with student teachers. The response has been very positive. At the end of this quarter, students will also have an opportunity to critique the written observation and planning materials. We received very positive responses from the professionals who attended our WAEYC conference presentation. Most attendees asked us to send copies of the curriculum modules. We received individual requests for in-service training and individuals shared their enthusiasm for the concepts presented. We are looking forward to a return of the formal conference evaluation forms to give us more specific feedback.

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For Presenting An Activity

Planning Sheet For Art
And Music Experiences

TEACHER COMPETENCIES

In order to plan and present successful learning experiences for infants and toddlers it is essential that teachers focus in on building two basic competencies. The first key competency has to do with the ability of the teacher to observe young children, and the second key competency has to do with the teacher's ability to observe and analyze her own communication behaviors when interacting with young children.

Teachers Observing Children

While observing children, using the following schema, teachers can more accurately assess the "Developmental Level of Play" of each child within their care. This is important information for teachers to gather. Knowing whether a child is at level #1, "The Discovery Level," or if a child is at level #2., "The Exploratory Level," or if perhaps the child has moved on to a higher level, level #3., "The Inventive Level," has a direct impact upon how and what activities the teacher will subsequently plan for that particular child. This type of knowledge helps to answer the ever-present question, "What is the next fun challenge for this child to support and extend the current level of interaction with play materials.

DEVELOPMENTAL LEVELS OF PLAY

LEVEL I.

DISCOVERY PLAY LEVEL: the "what is..."stage.

DEFINITION:
The initial experience of playing with a new material.

EXPERIENCE:
At this level the child is discovering the properties of the material. In a sensory way the child is experiencing, "it's wet!" "it's cold!" "it's soft!"

CHILD'S RESPONSE:
The behavioral response of the child at this level is often emotional and can be on a continuum from cautious to joyful.

***Children very quickly move through this initial period of DISCOVERY PLAY.

LEVEL II.

EXPLORATORY PLAY LEVEL: the "what if..." stage.

DEFINITION:
The child is exploring all of the ways the material might be used.

EXPERIENCE:
At this level the child uses the material in a particular way, watches to see how the material responds and either repeats his behavior or tries something different. The infant appears to be noticing, sensing a reaction to his/her actions. "What if I push it?"...."it rolled!" "What if I pound?"..."I made a sound."

CHILD's RESPONSE:
At this level the behavioral response is one of intense curiosity.

***At this level practicing, practicing, practicing with the material over and over again is critical to the learning experience.

LEVEL III.

INVENTIVE PLAY LEVEL: the "when I..." stage.

DEFINITION:
The child begins to create new ways in which to use the material and will play with the material over an extended period of time.

EXPERIENCE:
Observations of children at this level show there is a "recall" by the child of past patterns of play. When the child has previous patterns of play, then the child can purposefully choose to use the materials in a new way. The child's actions would indicate a sense of "What I did yesterday I can do today and even more.'

Children often exhibit delight at their ability to invent "new games" and can begin to perform new ways of interacting with the materials and with the adults in their world. Often times this is the stage where the young child is beginning to notice the actions of others and to imitate those actions.

Teacher Self-Observations

As valuable as it is for teachers to be able to plan developmentally appropriate experiences, it is equally important that teachers understand how to 1) introduce and 2) encourage prolonged involvement, on the part of the children, in the presented activities.

High level presenting competencies are based in part on the teacher's understanding of the power of their own communications. The "Two-Pronged Communication Model is a useful tool for connecting teachers to a better understanding of this power.

The "Two Pronged Communication Model" is a simple two category method that enables teachers to analyze their own statement while interacting with children. This analysis takes place both while children are at play, and or during those times of the day when teachers are engaged in the daily care tasks of young children, i.e. those feeding, clothing, changing, etc. times.

Teacher Statements are identified as "Teacher Self-Talk," those statements that describe the teacher's actions, and "Child Narrations," those statements that describe and enlarge upon the actions of the child.

The ability of a teacher to be able to assess an individual child's "Developmental Level of Play," linked to the teacher's presenting competency of using situationally appropriate "Teacher Statements," can result in a more fully enhanced learning experience for that child.

HIGH LEVEL PRESENTING COMPETENCIES is based in part by understanding the

TWO-PRONGED COMMUNICATION MODEL

a simple two category model of TEACHER STATEMENTS

1. TEACHER SELF-TALK

2. CHILD NARRATION STATEMENTS

Teacher self talk is when teachers describe their own actions, what they themselves are doing when interacting with the infants.

Statements such as:

"I am striking the bell with the clave." "Listen to the high tone." "Hear the low tone."

"I'm tossing the soft cotton balls in your lap. They feel soft and furry. Feel them on your tummy."

Child Narration Statements: is when teachers describes the on going actions of the child. She describe what the child is doing, seeing, feeling, touching, smelling and hearing. When the non-verbal behavior is obvious, and when the sounds the infant makes are expressive, the teacher can read these cues and give feed back to the child about how he/she is feeling.

Statements such as:

"Your pounding on the table and making loud sounds. Pound, Pound, Pound."

"Your rolling the peas, having fun squishing, "Squish, Squish, Squish."

"I see you like squishing peas."

Child narration statements require that the caregiver read the body and facial expressions of the child as well as observing the child's actions.

OUTCOMES FOR THE CHILD:

Both teacher Self-Talk and Child Narrations Statements:

1. and communicate the affection and respect the caregiver has for those infants and toddlers in her care.

2. Provide language labels for actions and objects in the nursery

3. expand and enlarge and enhance the child's understanding of the on-going activities.

OUTCOMES FOR TEACHERS:

1. This model of communication cues caregivers into more closely observing those children in their care. Using this, model teachers are able to know and appreciate each child better. When teachers analyze the appropriateness of their own "Teacher Statements in combination with assessing individual children's "Developmental Levels of Play" they are able to more accurately record the physical social and cognitive growth of their children.

2. With documentation that identifies specific skills of individual children, caregivers are then more able to plan developmentally appropriate learning experiences that match and enhance the growth of the children in their care.

3. Through the use of this communication model caregivers now have tangible evidence to support their position that their own teacher behaviors, when purposefully executed, can have an impact on the quality of care provided within their classroom setting.

TEACHER COMPETENCIES FOR PRESENTING AN ACTIVITY

1. Observe child's skills to determine what is "next appropriate" for that child or what that child is practicing.

2. Select and gather appropriate materials for the activity before taking baby away from another activity.

3. Wait for a pause in baby's on-gong activity before presenting the new activity.

4. Gain baby's attention and introduce the activity.

5. Let baby "discover" what the material will do if at all possible.

6. Step in if baby's frustration level rises or interest lags. Change environment or access to material.

7. Watch baby's facial expression, body language and interaction to assess when to change the game/activity, when to continue game/activity and when to ask the baby to stop the game/activity.

8. Keep a written on-going log of games/activities played with individual children, noting developmental progress.

PLANNING SHEET FOR INFANT/TODDLER ART AND MUSIC EXPERIENCES

Child's Name_____ Date_____

TYPE OF ACTIVITY:

MATERIALS: List any materials to gather before the game or activity is presented.

DEVELOPMENTAL LEVEL OF PLAY: (Circle one)

Discovery Exploratory Inventive

STRUCTURING THE ENVIRONMENT: Draw a plan depicting how the material will be arranged. What safety issues should be considered?

CLEAN UP: List the materials and describe the procedure for cleaning the environment and the children.

SKILLS: List the skills the infant/toddler has that will enable participation in this game or activity.

VOCABULARY: List one or two descriptors that you will use to label the child's actions.

INTRODUCING THE ACTIVITY: Describe your actions in gaining the infant's attention and introducing the game or activity.

TEACHER'S ROLE DURING THE ACTIVITY/GAME: As the activity progresses what will you need to do and say to encourage the child's continued interest in the activity.

RECALL: Recalling how the infant used the materials, describe the infant's participation in the activity or game.

Describe any new information you learned about your infant.

EVALUATION: The successes were.....

Another time I would.....

VIDEO VIGNETTES OBSERVATION FORM

This observation form is to be used during in-service training, incorporating the use of video vignettes that have been developed with this grant. The observation task enables teachers to practice the two-pronged communication model, assess the developmental level of play of individual children, and critique the planning for and arrangement of the environment.

INFANT AND TODDLER VIDEO VIGNETTES

ACTIVITY:_____

I. Two Pronged Teacher Communication Model

Select and record teacher statements that are Teacher Self-Talk statements and Child Narration Statements and check the appropriate column.

Statements	T. S. T.	C.N.

II. Developmental Levels of Play

Describe one or more child's play behavior, and indicate what you believe is the level of play, i,e., Discovery Level, Exploratory Level or Inventive Level.

Play Behavior	Level of Play

III. Plan for Success: Planing and arranging the setting and materials. Look at the play materials and the way in which they are presented to children. React to what you see.

I Liked...

I would suggest...

THE DEVELOPMENTAL SEQUENCE

Of

SKILL ACQUISITION
(Birth to 24 Months)

DEVELOPMENTAL DESCRIPTION*

THE LOOKER (0 To 4 months)

Shows reflexive movements

Clenches fingers tightly most of the time

Thrusts arms and legs in play

Lifts head briefly and adjusts body position when held against your shoulder

Responds to sound of a rattle or bell by becoming quiet or moving whole body

Cries and make some throaty sounds

Looks at faces briefly

Looks toward a light

Cries or is startled when hearing unexpected noises

Becomes quiet when hearing a voice

Makes occasional throaty noises

Lifts head when placed on stomach

Rolls from side to back

Often clasps hands together

Holds a rattle briefly

Glances from one thing to another

Smiles when someone smiles at him

Squeals, coos, and laughts

Kicks legs actively in a bicycle motion

Rolls from stomach to back

Holds head erect and steady when held in a sitting position

Grasps a small object between palm and fingers

Shakes a rattle

Looks at fingers and hands

Brings to mouth

Turns head toward sounds or voices

Turns from back to side

Supports head and chest with arms while lying on stomach

Plays with fingers

Switches an object from one had to the other

Follows moving things with eyes

Reaches out with both hands for items within sight

Laughs, coos, cries, gurgles and talks to people and toys

*Skills listed in order of development

THE CREEPER/CRAWLER (5 TO 8 MONTHS)

Rolls from back to stomach

Sits briefly without support

Sits with support for up to 30 minutes

Bounces when held in a standing position

Attempts to pick up a small object by raking the table or floor

Uses hands to put food into mouth

Plays peek-a-boo

Enjoys relection of self in mirror

Smiles spontaneously at people

Imitates facial expressions

Recognizes family members

Makes sounds to entertain himself and "talks" to toys

Makes a variety of sounds - "b, m, d, l, h, ah, ee, oo"

Recognizes own name

Raises head while lying on back

Grabs and plays with feet

Sits briefly without support

Reaches out with one hand for something he wants

Grasps a tiny object between thumb and opposing fingers

Drops things on purpose

Transfers items from one had to the other

Plays with objects by banging them on hard surfaces

Looks for objects that have been dropped

Makes a variety of sounds - "f, v, th, s, sh,z, m, n, b, d, l, ee, oh, ah, oo"

Imitates sounds you make

Coos, gurgles, squeals, laughs, chuckles, grunts, growls to express pleasure and displeasure

Rocks when on hands and knees

Sits with support for longer periods of time

Gets into a sitting position

Pulls up to a standing position

Holds two small things, one in each hand

Enjoys picking up objects and putting them into mouth

Makes sounds by combining consonants and vowels - bababa, mamama, deedeedee

Pivots body while lying on stomach

Picks up small objects using thumb and index finger

Pokes up small objects using thumb and index finger

Pokes with fingers

Makes noise with objects on purpose

Bites and chews

Responds to "Hi"

Babbles as if speaking a sentence or asking a question

Imitates your mouth movements

*Skills listed in order of development

THE CRUISER (9 to 14 months)

Starts to crawl

Sits without support

Stands by holding on to furniture, but does not know how to get down

Investigates contents of a container

Holds outs a toy to another person but will not share it

Responds to "No"

Shrieks to get attention

Babbles by combining consonants and vowels, "talks" to himself and others

Imitates the speech sounds you make

Crawls

Uses an extended finger to explore and poke small objects

Places things in a container

Tries to scribble

Looks at pictures in books

Understands the meaning of some words (no, mama) and some simple directions ("Give it to Me")

Starts to make arm and hand gestures (waves bye-bye)

Repeats speech sounds

Stands alone briefly

Walks by holding on to furniture

Attempts to roll or throw a ball back to another person

Babbles long utterances that may contain words

May speak a few words (mama, dada)

Gets into position and sits for indefinite period unsupported

Pulls up to a standing position and gets down

Stands without support

Walks sideways while holding onto furniture

Walks forward while holding an adult's hand

Starts to take independent steps

Throws and rolls a ball

Plays with toys by manipulating them

Stacks objects two-high

Scribbles

Turns pages of a book

Shows a variety of emotions

Pays attention for longer periods of time and shows an interest in surroundings

Increases spoken vocabulary to as many as six words in addition to mama, dada

Babbles long utterances

Imitates sounds, parts of words and words

Sings as if speaking sentences

Understand many familiar words and simple directions

Makes such animal sounds as meow, woof-woof, and moo

*Skills listed in order of development

THE WALKER (15 months on)

Walks steadily

Walks down stairs, up stairs and backwards

Attempts to run

Plays with toys purposefully

Stacks three or four objects

Helps to get dressed

Starts to see the difference between foods and nonfoods

Understands many words and directions

Points to familiar objects when asked to

Points to body parts

Indicates what he wants by pointing or patting and by making sounds

Increases spoken vocabulary to as many as 12 words, babies long utterances

**Skills listed in order of development

Compiled in part from: Karnes, Merle B., You and Your Small Wonder, Circle Pines, Minnesota: American Guidance Service, 1982.

ART OUTCOMES FOR CHILDREN

To participate in visual experiences

To increase sensory awareness

To participate in tactile experiences

To practice the manipulation of materials and tools

To experience an aesthetically pleasing environment

To produce early scribbles through the use of various media

To recognize there are names for objects and actions

To hear descriptive vocabulary attached to visual and tactile experiences

To learn an openness and willingness to try new sensory experiences

To develop a sense of trust and a working relationship with the caregiver

To experience positive feedback in relationship to their performance with sensory materials

To experience soothing, pleasurable sensations

To recognize that he/she is the cause of his/her own body actions

To experience a positive, emotional response to sensory experiences

TEACHER COMPETENCIES FOR ART WITH INFANTS AND TODDLERS

I. Planning and preparing the environment

a. Assess the physical development of the children before setting up an activity

i.e. How large are the children and what can they do? Is the table the correct height for standing, sitting? Can the children hold the marking pens?

b. Use only safe sensory materials and art media

i.e. Are the materials non-toxic and/or edible?
(non-toxic markers and edible spaghetti)

c. Look at the safety of the environment

i.e. Will edible materials get on the floor and need to be disposed of?
Will water make the floor slippery?
Do we need a rug or paper under the container?

d. Maintain a pleasing environment to sustain play

i.e. Are there enough fresh materials available and space for each child to play?
Are "used" materials removed?

e. Identify procedures for cleaning up children and the environment in advance of the activity

i.e Are there bath towels available to dry off babies after water play?
Can the children crumple up the paper from under the water table when the activity is finished?

II. Presenting competencies

a. Select and use descriptive words that identify for the children the properties of the material

i.e. The water is "warm" and "wet"
The frozen peas are "hard" and "cold" and later "soft" and "squishy"

b. Select and use key action words that describe the process and help build children's'skills in the use of materials

i.e. The setting: Crusiers and walkers gluing cotton balls on the side of a large cardboard carton. The words are "dip (the cotton ball in the glue) and stick (it on the side of the box)" "DIP AND STICK"

c. Describe the children's'on-going behaviors (actions)

i.e. "you're scooping"
"you're rolling"

d. Focus on giving appreciative verbal and non-verbal feedback to the child's actions

"Look, you SCOOPED the peas UP with BOTH HANDS"

e. Describe for the children your actions as you explore the material SELF-TALK

i.e Water and simple containers on the floor in a tub.

Teacher says, "The water feels good on my hand"
"I'm splashing the water"
"I'm putting water in the cup"

f. Developmental stages of children's interaction with materials. Using the following categories of behavior, describe individual children's interactions with the activity

i.e The setting: Cooked spaghetti used as sensory media in a tub on the floor

1. Discovery level: i.e. David approached the tub and watched (three minutes)
Nate tentatively reached in and touched the spaghetti with his index finger, pulled his finger back and shook the spaghetti off his finger and then reached in and touched with all fingers (full hand)

2. Exploratory level: i.e. Hannah reached, grasped handful and dropped the spaghetti on the floor. Laughed and repeated the action two more times

3. Inventive level: i.e. David carried the play fry pan over to the spaghetti tub, scooped a handful of spaghetti and laid it down in the pan

THE LOOKER
ART ACTIVITIES

	ACTIVITY	OBJECTIVES	EQUIPMENT/SET UP AND TEACHER BEHAVIORS
	Crib Time		
I.	TARGET PRACTICE A number of white and dark colored crib sheets	To perceive a contrast between an object/target and its background To enhance the development of visual acuity	Place the infant on it's tummy on a sheet that contrasts with the color of his/her skin Describe the child's actions as they touch the surface
II.	FACE TO FACE (0 to six weeks)	To attract and hold the infant's attention for a prolonged length of time	To place the infant on it's side and suspend the paper plate face from the crib railing approximately six to eight inches away

	The upper half of a human face drawn with a back marking Pen on a white paper plate and ties to the side of a crib		
	(6 to 12 weeks)	To continue to hold the individual infant's attention	Add remaining features to the paper plate face to complete a whole face
		Add more details to provide more variety	
III.	A SLIDE SHOW	To introduce a variety of aesthetically pleasing objects	A transparent shelf of heavy mylar for viewing pictures and objects
			Construct a visual shelf from 1/4" thick sheet of clear mylar with drilled hole in each corner for heavy cord to tie to top railing on the sides of the crib
			Collect 4 to 5 brightly colored single object pictures with contrasting backgrounds for singly presenting to the child over a period of days

			Collect 4 to 5 attractive objects of vivid color that can be placed for optimal viewing by the infant. What does it look like from the child's viewpoint looking up from under the mylar sheet
	FLOOR TIME		
IV.	PLACE MAT SNUGGLE	To provide a variety of soft, snuggly materials for the child to enjoy touching	Collect a variety of fabric placemats of pillow case size. May sew two fabrics back to back with layer of cotton quilt batting between to provide softness (Satin, velour, fake fur, velvet, bathroom carpet, sheepskin, flannel, old bathrobe fabric)
		To provide descriptive vocabulary as a way of nurturing a positive relationship with the caregiver	Place child on tummy or side in the center of place mat. Initially the teacher helps the child to rub the fabric with his/her hands describing the pleasurable sensation in a soft, soothing voice

V.	THE TOUCH GAME	To elicit a positive emotional response to sensory experiences	Collect a variety of small objects that provide pleasurable tactile experiences such as feather duster, warm, wet washrag, soft fabric swatches, stuffed animal or puppet
		To experience positive feedback in relationship to their performance with sensory materials	
VI.	BATTING PRACTICE	To recognize that she/he is the cause of his/her body actions	Hang a brightly colored, clanky toy from a mobile hanger at a distance that enables child to bat with hands or feet
		To practice reaching and grasping skills that lead to the manipulation of art materials and tools	Describe child's actions and sounds that are produced as a child bats at toy

CREEPER/CRAWLER

	ACTIVITY	OBJECTIVES	EQUIPMENT/SET UP AND TEACHER BEHAVIORS
I.	SOFT BALL	To experience a pleasurable, new sensory media To experience a positive emotional response to a sensory experience	Purchase 8 to 10 packages of large-sized colored cotton balls. Place in a plastic swimming pool, oversized cardboard carton with sides cut approximately 3" high or a low, large tray. Unchewed cotton balls can be used over again. Place child in the pool and let him explore the materials. Dribble the cotton balls over the child's head, rub them against bare parts of his body using descriptive vocabulary like: soft, fuzzy, warm

II.	PICTURE BOXES	To look at attractive, tasteful pictures of people and objects in the child's world	Cover a sturdy, self-enclosed carton with a selection of bright, single object pictures. Cover the entire carton with clear contact paper. Place the carton on the floor so the child can sit and look at the pictures or pull himself up and look at the top of the box
III.	TISSUE PULL	To catch and hold the child's attention To play along side of and see other children using a fun, sensory material	Cut a section of PVC pipe slightly longer than a toilet paper roll. Placing the toilet paper roll on the roller, thread with a sturdy cord and tie to make a handle for the teacher to hold. Dangle the tissue streamer roll in front of the children and encourage them to pull the tissue off. Initially it may be necessary to demonstrate how to pull. Eventually there is enough tissue for playing peek-a-boo and "where did the baby go" games.

IV.	PASTA SQUISH	To experience positive feedback in relationship to their performance with sensory media	Cook and serve at room temperature a large quantity of spaghetti. Place the pasta in a container no smaller or deeper than the size of a kitty litter box. Place the box on a washable rug or sheets of craft paper taped carefully to the floor for ease of clean up
		To introduce descriptive vocabulary	
		To learn how to get involved with different textured media	Removing children's shoes and socks encourage children to crawl up to and into the container. As children pat, squish and pull on spaghetti, use descriptors to encourage their continued play i.e. "Squish, squish, squish" "It's sticky, sticky, sticky"

	ACTIVITY	OBJECTIVES	EQUIPMENT/SET UP AND TEACHER BEHAVIORS
I.	PEAS, PLEASE (pea play)	To experience a change of texture and temperature using a single media To practice pinching, grasping, filling and pouring skills that are precursors to using art media and tools	Purchase four large bags of inexpensive, frozen peas and place in low water table. Invite the cruiser/walker to play with the peas at the discovery and exploratory level. Add small, easy-to-handle plastic containers (small cottage cheese or one cup measuring cups) enabling children to play at the exploratory/ inventive level Describe the children's actions using words such as: pick up, cold, hard, wet, roll, fill, pour

II.	CRUMPLE AND TEAR	To practice holding and manipulating paper as a precursor to using art media	Collect a variety of papers to be presented one at a time such as the Sunday supplement of the newspaper, tissue paper in a variety of colors and magzines. May be a non-teacher-directed activity. Put the paper out and let the children go to it. Need to watch for wads of paper in the mouth. Comment on what fun it is to crumple and tear. A little modeling of crumpling and tearing may encourage the child to continue to play.
III.	FINGER FROLICS (The step before finger painting)	To practice using their fingers to produce early scribbles To experience positive feedback in relationship to their performance with sensory media	Cook a batch of cornstarch paint base adding 2 tbls. of vanilla flavoring. Cover low table with a sheet of brightly colored vinyl. Cover floor underneath table with a non-skid, washable materials or tape to the floor large sheets of butcher paper.

			Serve a dollop of room-temperature paint base for each child. Remember to dress for success Clean up is easiest with squeeging paint base off the table into a container as each child finishes. Have no concerns about finger-licking children because the media is non-toxic.
IV.	EASY SCRIBBLES	To practice producing early scribbles through the use of a tool	Tape craft paper to the top of a low table. Present topless, water base, non-toxic felt pens in a variety of colors, one pen per child. Avoid using the felt pens that are "smelly". Let the children come and go as they add to the developing mural.
		To recognize that there are names for objects and actions	Give directions like: Put the pen on the paper Describe the actions of up and down, back and forth Activity definitely requires teacher attention.

MUSIC OUTCOMES FOR CHILDREN

To recognize sounds exist

To recognize that sounds come from outside oneself

To recognize that sound can be produced

To recognize that there are different kinds of sounds

To appreciate aesthetically pleasing sounds

To begin to understand the music concepts of rhythm, pitch, tempo and dynamics

To be able to motorically respond to the lyrics and rhythm of a song

To rhythmically respond to sounds through movement

To learn the meaning of words through music

To develop the concept that words and music can be linked

To use music as a tool for soothing and comfort

To enjoy music

To use simple instruments

To begin to recognize other children and become comfortable in a music group

TEACHER COMPETENCIES FOR MUSIC WITH INFANTS AND TODDLERS

1. Using pitch, rhythm, dynamics and tempo, sing, hum and rock as a soothing tool for helping children calm down and go to sleep.

2. Use spontaneous songs to describe the child's action.
   i.e. Sing to tune of Fere Jacques as child is rocking in the rocking boat:
   Rocking, rocking, rocking, rocking
   Going up, going down
   David is rocking, David is rocking
   In the boat, in the boat

3. Dance, sway, bounce, jiggle with baby in your arms using a variety of rhythm and tempo.

4. Respond to child's initiated sound production.
   i.e. Child is pounding on cupboard top. Teacher repeats same pounding sounds child is making using the same rhythm the child has created.

5. Attach descriptive words to sound production in the environment
   i.e. Child drops metal orange juice lid on the floor. It makes a clacking sound as it hits floor and spins around. Teacher says, "clack, clack, clack".

6. Initiate sound production
   i.e. Teacher shakes hand bell in a definite rhythmic pattern. Catches child's attention and repeats pattern again. Offers child another hand bell to try it.

7. Imitate baby's self-initiated movement adding verbal descriptors
   i.e. Tape recorder is playing and child begins to bounce his hips and bottom up and down as he is standing listening to the music. Teacher stands up and does same action saying, "bounce to the music, bounce to the music".

8. Model dynamics, rhythm and tempo through body movements

   i.e. Tape recorder is playing a melody. Teacher initiates an appropriate body action and repeats many times as children watch and begin to imitate.

9. Self-talk: Teacher describes her own performance behaviors as plays with and cares for the infant

   i.e. Teacher is playing simple rhythm with claves. Says, "I'm pounding, pounding, pounding with my claves".

10. Child narration statements: Caregiver provides feedback to the infant describing the infant's performance behaviors.

    i.e. Child is clapping hands to a melody on the tape recorder. Teacher says, "clap, clap, clapping" "you're clapping your hands".

MUSIC ACTIVITIES

THE LOOKER (0 - 4 months)

	ACTIVITY	OBJECTIVES	SET UP/MATERIALS AND TEACHER BEHAVIORS
I.	BABY TALK Baby's favorite sound	Awareness of warmth and caring of caregiver Recognize that sound exists and comes from outside oneself	In general conversation with baby, use to gain baby's attention, low pitch to sooth baby. Switch pitch from high to low to high to maintain attention.
II.	MUSICAL TOY Soft musical crib toy from home	To promote sleep To promote continuity of care and caring from home to child care setting	Communicate with parents about the importance of continuity of care. Use toy only at napping time. Talk to baby about what their individual toy is and what it does. Example: "David, here's your soft teddy that sings to you." Teacher then hums the melody as it begins to play and places toy in the crib.

III.	SHAKE, RATTLE AND ROLL	Developing looking and tracking behavior to follow a sound source	Shake rattle at different speeds (tempo) Shake the rattle in different directions (6 to 12 inches from infant's face) Shake rattle loudly and softly (dynamics) Example: (Fere Jacques tune) Shake the rattle, shake the rattle Follow the sound, follow the sound Shake it up and down, shake it up and down All around, all around Shake it fast and slow, shake it fast and slow All around, all around
	Small plastic or juice can with lentils inside and child-proof top sealed with heavy tape	An introduction to loud and soft sounds (dynamics), fast and slow sounds (tempo)	
IV.	RECORDED MUSIC	To be soothed and comforted through sounds and music	Place the record player/tape recorder beside the infant. Turn the volume on softly. This is not "musak".
	To play a tape recording or record of a lullaby, soothing music or washing machine sound	Introduction to aesthetically pleasing sounds	Examples: Sea Gulls: Music for Rest & Relation or Tickly Toodle: Songs for Young Children the Sleepy Time Sea song, both records by Hap Palmer

V.	ROCK, HUM AND PAT THE BABY	An introduction to rhythm	Closely hold the infant in your arms, standing up or cuddly hold the infant in your arms sitting in a rocking chair. Repetitiously hum or la, la, la, three to five notes moving up and down the scale when baby is getting tired or can't settle down Pat gently and rhythmically while humming.
VI.	SHAKE THE BELLS		
	Wrist band or ankle bell	Introduction to producing sounds. Enjoyment of sound production Learning to shake bell at different tempos Practicing physical movement to music	Cut off top band of child's sock Securely attach 1-2" diameter jingle bell to side of band. Slip band over child's wrist or ankle when child is in quiet, alert state. Child will discover the production of sound as he naturally moves about. Teacher then directs attention to the sound. She might say, "Listen to the bell. You're making it ring." Teacher might sing to the child: (Tune of Fere Jacques) Bells are ringing, bells are ringing On your wrist, on your wrist Bells are ringing, bells are ringing On your wrist, on your wrist

MUSIC ACTIVITIES

CREEPER/CRAWLER (4 - 8 months)

	ACTIVITY	OBJECTIVES	SET UP/MATERIALS AND TEACHER BEHAVIORS
I.	BELL SEARCH	To locate the source of a sound To use a musical instrument To associate the production of a sound with an instrument To develop object permanence	Use a classroom jingle bell and a scarf to cover the bell (wrist or hand held variety) Ring the bell while baby is watching a short distance in front of creeper/crawler Encourage the baby to crawl over, grasp and ring the bell Later, ring the bell, cover the bell with the scarf and ring again a short distance in front of the baby Encourage the baby to search, grasp and ring the bell
II.	BEACH BALL BAT OR PAT	To produce rhythmic sounds through body movement emphasizing the dynamics of loud and soft sounds	Inflate a beach ball or large gym ball Sit on the floor with beach ball securely tucked between your legs amidst a small group of children Rhythmically pat loud and soft beats on the ball

			Encourage children to imitate your sound patterns or create their own Teacher vocalizes "loud" or "soft" as appropriate and chants "tap, tap - tap, tap, tap" to the rhythmic beat 1 2 1 2 3 Small beach ball can be hung in the crib for a kick ball for free exploration of sound and movement
III.	MOVE AND CHANT	To rhythmically respond to sounds through movement To learn to imitate a movement To develop an awareness of body parts To have fun in a structured music activity	While sitting on the floor with one child, tap your body part with both hands, i.e. your head and chant the body part name as you tap Grasp child's hands and tap child's head as you chant the body part name Drop child's hands and repeat tapping your own head chanting, "head, head, head, head" Encourage child's imitation or near imitation of your action Smiling and nodding, go back to step one and repeat sequence again Stop when child is tired of game. If child resists having hands manipulated in step two, continue with step one and four

			Exact repetition of game over several months time is required for child to learn the steps of a game and to develop rhythmic responses
IV.	MOVEMENT SONG	To develop concept that words and music can be linked To introduce a repetitious beat To rhythmically respond to sounds through music To build an awareness of different ways to move to music	Watch children's actions and sing a song that describes the child's specific movement. When possible teacher imitates child's actions Example: Tune: Open, shut them Child is sitting on haunches, swaying upper torso back and forth Sing: "David's swaying, David's swaying Swaying back and forth (repeat one more time) May be used to describe "scooching" along the floor, bouncing up and down, kicking like a frog, rocking on your knees, waving both your arms and crawling everywhere
V.	CUPBOARD DRUMMING	To explore sound production To produce rhythmic sounds To create a tempo (fast/slow) To imitate sound patterns	A choice situation. This can be a teacher-directed activity or a child-initiated activity Watch and imitate children's hand drumming or slapping actions on furniture or toys

			Gain eye contact with the child and imitate their actions. Praise and let the child have a minute to respond. Second time around drum a simple rhythmic pattern, pause for child's imitation and repeat until child looses interest in the game
VI.	RESONATOR BELLS	To discover how a simple instrument works To associate sound production with an instrument To produce a fine-quality, aesthetically pleasing sound	Select three bells with low, medium and high tones from the pentatonic scale. Use claves or 3/4" dowel for striking the sound bars Sit on the floor with the bells in front of you Model playing the bell, singing the one of the bell as you play Hand the bell to the child and say, "you do it" Wait for a response or action by the child As the child plays the bell, assist as needed by setting the bell upright on the floor if it gets knocked over or handing the clave to the child Allow the children to manipulate the bells and claves to discover how they work Hand the bell to the child and say, "you do it" Wait for a response or action by the child Assist as needed: i.e., set the bell upright on the floor, hand the clave to the child

MUSIC ACTIVITIES

THE CRUISER (8 to 14 months)

	ACTIVITY	OBJECTIVES	SET UP/MATERIALS AND TEACHER BEHAVIORS
I.	RESONATOR BELLS An activity for for three children	To explore all the different sounds the bells make To recognize that each bell makes a different sound To discriminate low sounds from high sounds (pitch)	Select three sets of two bells each Demonstrate and label high and low sounds Hand a low/high set of bells to each child letting them explore the tone qualities of high and low Identify the high and low tones for the children Example: "you played a high tone" "that's a low tone" You might use a low and high voice to further illustrate the point
II.	JIGGLE AND JIVE (dancing)	To rhythmically respond to music through movement To explore a variety of tempos from fast to moderately fast	Use short tape or record segments that have a strong beat and moderately fast to fast tempo At this age children can move spontaneously to the different tempos presented

			Play selections during times of day when babies are most active Pick up on children's motor actions and dance along with them Describe their actions/your actions as you dance Example: "you're jiggling up and down" "you're knees are moving" "you're bottom is bouncing" "we're dancing together"
III.	DRUMMING WITH A PURPOSE Use of an instrument on your own	To enjoy producing a sound using a simple instrument To recognize that sounds can be produced with different rhythmic patterns at various tempos To experience drumming on an instrument with a melodically true tone	To have available a variety of commercial and homemade instruments As a child-initiated activity; when the child is spontaneously rhythmically drumming, teacher brings out a Hohner deep rhythm tom tom, tambour drum or African Koko drum so child can continue to play on a more aesthetically pleasing tone producing instrument As a teacher-initiated activity: To bring out two or three of the same instruments, begin to play and catch the children's interest.

			After a period of free-exploration, the teacher may demonstrate a simple three to five beat rhythmic pattern and ask children to repeat it, saying "now you do it".
IV.	OPEN, SHUT THEM	To develop the concept that words/actions and music can be linked	Provide a non-distracting environment so that child can focus on teacher's voice and hand movements
		To be able to motorically imitate a series of simple movements following visual and auditory cues	Teacher sits closely in front of infant(s), sings slowly with emphatic pronunciation and exaggerated movements
			Hold eye contact, continue to sing and modify voice and body movements to maintain child's participation. Reinforce any degree of participation. You might say, "you're listening to me", you're watching with your eyes", "you moved your hands like mine" Developmentally the first response for most children is to clap or to close their hands into fists. The teacher can pick up on the initial attempts at clapping and give an assist Many, many repetitions are required for the child to learn all the parts of the song

MUSIC ACTIVITIES

THE WALKER (14 To 24 months)

	ACTIVITY	OBJECTIVES	SET UP/MATERIALS AND TEACHER BEHAVIORS
I.	BODY PART SONG "here's my arm"	To learn the meaning of words through music To be able to motorically respond to the lyrics of a song	Suitable for a small group of children. The beginning activity for circle time. Be content to start with one child Other children will join because they are attracted to the music. It is important to be flexible and informal letting children come and go as they choose Teacher seated and demonstrating: I.e., Here's my arm (Feres Jacques tune) Here's mu arm, here's my arm Watch me wave, watch me wave (repeat two times to the rest of the tune) Variations: Here's my leg, watch me walk Here's my knees, watch me crawl

	"Wiggle Your Toes"		More developmentally difficult: "Wave your Hands" (Row, row, row, your boat tune) Wave, wave, wave your hands Wave them up and down Wave them fast, wave them slow Wave them all around Wiggle, wiggle, wiggle your body Wiggle it up and down Wiggle fast and wiggle slow Wiggle round and round
II.	NAMING SONGS	To begin to recognize other children by name To feel good about being recognized as an individual person	At some time during the day with groups of children are clustered together around a toy or activity Teacher begins singing the song giving special attention to teach child in the group Teacher might reach out and touch each child as the child's name is sung

Example: (Tune of "Did You Ever See A Lassie?")

Here We Are Together

Here we are together, together, together Here we are together and happy are we

There's _child's name_

and_____ and_____

Here we are together and happy are we

Example: (Tune of Mulberry Bush)

Clap Your Hands

Clap your hands for Susie
Clap your hands for Susie
Clap your hands for Susie
We're very glad she came today

Variation: Can be used with hand bells

Ring your bells for Susie
Ring your bells for Susie
Ring your bells for Susie
We're very glad she came today

III.	MOVEMENT ACTIVITIES Dancing with a ribbon wand	To spontaneously respond to a rhythmic selection using a prop	Make a ribbon wand from shower curtain ring and colorful ribbon or fabric strips - glue on tightly or tie on securely Can also use a paper towel or tissue roll Play a short selection of fast to moderately fast music Allow plenty of open space for children to move around in safely May need to demonstrate how to move around and shake the wand Allow children to move freely to music selection Describe childrens' actions as they move and continue to move with them to model appropriate behavior
IV.	CHANT	To emphasize the concept rhythm To understand the vocabulary and respond motorically to the words of a chant	Near two or three children, begin chanting and demonstrating the words and actions to "Teddy Bear, Teddy Bear"

As children begin to participate, give immediate feedback to children who are imitating teacher's movements
Repeat chant several times or until children loose interest
Can be used with very young infant by teacher holding the child in her arms and performing the actions of the chant with the infant

"Teddy Bear, Teddy Bear"
Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, say your prayers
Teddy Bear, Teddy Bear, turn out the light
Teddy Bear, Teddy Bear , say good night

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